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CARRERA DE LENGUA Y LITERATURA INGLESA

Developing the Speaking Skills through Multiple- Intelligence-Based Activities with Fourth Graders at “Verbo” Elementary School

Trabajo investigativo del Curso de graduación previo a la obtención del Título de Licenciada en Ciencias de la Educación en la Especialización de Lengua y Literatura Inglesa.

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RESUMEN

La teoría de las inteligencias múltiples propuesta por Howard Gardner en 1983 sugiere que cada persona tiene más de una inteligencia. Algunas inteligencias son más desarrolladas que otras. Por lo tanto, todos los estudiantes tienen fortalezas y debilidades. Los profesores tienen que aprovechar las fortalezas de los estudiantes y diseñar materiales adecuados para motivar a los alumnos a aprender.

En este trabajo de investigación se analiza el uso de la teoría de las inteligencias múltiples como otro método para desarrollar el a hablar.

El objetivo principal de este trabajo es demostrar que la teoría de las Inteligencias Múltiples podría ser una excelente herramienta para utilizar en el aula de clase. Un conjunto de materiales y actividades en base a la teoría de las Inteligencias Múltiples se han creado y se han aplicado durante dos semanas a los estudiantes de cuarto grado de la escuela primaria "Verbo", en Cuenca, Ecuador. La muestra de este estudio consiste en 16 estudiantes. La entrevista, cuestionario, pre-prueba y un pos-prueba se utilizaron con el fin de recoger los datos que sirvieron de base para este estudio.

Los resultados de esta investigación muestran que la aplicación de actividades basadas en la teoría de las Inteligencias Múltiples ayudó a estos estudiantes con sus habilidades de hablar. También muestra que algunos estudiantes estaban más dispuestos a participar que antes.

PALABRAS CLAVE:

Inteligencias múltiples, Howard Gardner, Hablar, EFL aula, enseñanza

ABSTRACT

The theory of Multiple Intelligences proposed by Howard Gardner in 1983 suggests that each person has more than one intelligence. Some intelligences are more developed than others. Therefore, every student has strengths and weaknesses. Teachers have to take advantage of their students' strengths and design appropriate materials to motivate pupils to learn.

In this research paper, the use of the theory of the Multiple Intelligences as another method to teach speaking is analyzed.

The main purpose of this work is to demonstrate that the Multiple Intelligence theory could be an excellent tool to be used in the EFL classroom. A set of materials and activities based on the MI theory were created and applied during two weeks with EFL fourth-grade students from "Verbo" elementary school, in Cuenca, Ecuador. The sample of this study involves 16 students. An interview, questionnaire, pretest, and a posttest were used in order to collect data which served as the basis for this study.

The results of this investigation show that the application of activities based on the MI theory helped these students with their speaking skills. It also shows that some students were more willing to participate than before.

KEYWORDS:

Multiple Intelligences, Howard Gardner, Talking, EFL classroom teaching



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DEDICATION

I would like to dedicate this work to my two angels in heaven: Juanita y Margarita who looked after me since I was born. Their love, care, and advices made me who I am. They accepted a challenge that was not theirs, and they did their best. They will live in my heart until the day I can see them again.



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INTRODUCTION

In most educational institutions of Cuenca, there are at least fifteen students in a classroom. Each one of them is unique in his or her strengths and weaknesses, and their learning styles are diverse. Many variances exist among us individuals; the intelligences that we have are without a doubt one of these differences.

Speaking is a key tool for oral communication, and it is also the most difficult skill to achieve. Because of many factors, students are afraid when they have to express their ideas orally. For that reason it is necessary to use activities which encourage students to talk. The use of students' strengths plays a very important role when teaching. The activities which are proposed in the designed booklet involve the eight intelligences described by Howard Gardner in order to satisfy the different students' needs inside the classroom.

The human brain is an extensive set of elements, so it is impossible to limit it to just the mathematical and linguistic intelligence, which some experts, and most people, have considered to be the most important characteristics of an intelligent person. People may not be good at these two areas, but what about the rest? Intelligence has never been and never will be a single element.

A group of 16 students were the subjects of this investigation. They worked with the activities presented in the booklet for two weeks. This research will show the effect of using the MI theory when teaching speaking. The aim of this investigative work was to find new ways of teaching English effectively. If students have problems learning in the way the teaching process is done, teachers should find the right way for them.



Through this work, it will be demonstrated that students can learn better if the right activities and materials which exploit their capabilities are chosen. It will also show that intelligence is multidimensional and not unitary.



CHAPTER I: THE PROBLEM

1.1 Topic

The present research study is about the creation, application, and analysis of activities based on the theory of Multiple Intelligences. These activities were created in order to help Fourth Graders at “Verbo” Elementary School develop their speaking skills through Multiple-Intelligence-Based Activities

1.2 Description of the problem

Based on personal experience, it is possible to realize that many EFL students in Cuenca think learning English is difficult, and that they are not intelligent. This is due to many factors; one of them is that there are still some teachers and people who do not understand that the human brain is complex and this creates wide differences among human beings. Every person acquires knowledge differently. Everyone’s strengths and abilities are not the same. It would not be appropriate to classify students in two groups: intelligent and not intelligent. However, this is something that many teachers still do: if a student does not learn English - or any other subject - as fast as other students, they think it is because that student is not as intelligent as the ones that learn fast. The consequence of this, in the majority of situations, is that the *slow learner* is labeled as not intelligent. The students mentioned above have shown difficulties when speaking in English. Most of them are afraid of making mistakes in front of their classmates and teacher. The teachers they have had have not made an attempt to use the students’ strengths to improve their learning. Due to many reasons, most of the teachers have used the materials they get from the school authorities; they have not, in most cases, used extra material besides what is in the textbook. Teachers should adapt the

materials they have and the methodology they use according to their students' needs in order for meaningful learning to take place. The target students - and their teacher- are forced to use a certain textbook whose authors have written it without taking into account these particular students' weaknesses, strengths, needs, etc.

This situation can be improved by creating materials based on the students' characteristics, which can encourage them to speak in English.

1.3 Justification

Being intelligent does not always mean that someone can perform tasks successfully. Many teachers assume that students who do not do well at school are not smart, but Howard Gardner's theory of multiple intelligences has helped many educators to look at intelligence from a different point of view. Thanks to this theory, it is possible to realize that, in fact, every person is intelligent in some way.

Each student has specific intelligences. For instance, a student may not be good at math, but he/she could have an amazing ability to write a poem or to express ideas on paper. It means that the student will do better in the area in which he/she has the best ability. Consequently, teachers have to be aware of the students' strengths in order to take advantage of them, instead of emphasizing their failures.

Howard Gardner's multiple intelligences theory gave the educational system a huge change because it showed something that was completely unknown before. Nowadays, it is widely known that not everybody learns in the same way, because students have different intelligences, and that is something educators have to keep in mind when teaching. The ultimate goal of a teacher is to make his or her students learn and that is why educators have to use all the resources that they have available. With the use of

activities that involve the students' predominant intelligence, teachers may be able to fulfill this aim. Educators could use the different intelligences that their students possess to teach any topic.

There are four skills in the English language learning process: speaking, listening, reading, and writing. It is widely accepted that speaking, in most cases, is the most important skill. When oral communication with foreign people is necessary, this will be the first skill to be used. Therefore, students must be able to speak and express their ideas orally. In addition, when someone speaks he/she shows that the message was understood and because of that there is the possibility of a response. That is to say that when speaking is tested, listening is being evaluated as well.

Teaching how to speak in English is a difficult issue because it is very hard to encourage students to talk, and that is why activities which include all the intelligences are needed because in that way their personal strengths are taken into account.

In brief, students have different strengths and weaknesses. Teachers need to use their strengths as a tool which will help them to obtain the learning process goal. Through the application of Gardner's theory, students will have the opportunity of learning effectively because each one will acquire language in their particular way.

1.4 Objectives

General Objective

- To develop the speaking skill in the fourth grade students by using their multiple intelligences in order to give them more and better opportunities to demonstrate their capability in this skill.



Specific Objectives

- To collect information regarding students' performance in their speaking skill.
- To design activities based on the theory of multiple intelligences.
- To apply these activities to the students in the fourth-grade at *Verbo* Elementary School.
- To analyze if the students' speaking skills improved after the application of the activities mentioned above.

CHAPTER II: LITERATURE REVIEW

The following literature review includes academic material from books and journals which provide the basis to establish the importance of this research work:

Developing the Speaking Skills through Multiple-Intelligence-Based Activities with Fourth Graders at “Verbo” Elementary School.

The material which was analyzed refers to the significance of the usage of this theory in the classroom in order to provide for more effective learning by taking advantage of the students' strengths. The analysis of certain cases where this theory was applied is also included. The gathered information will be divided into sub topics for its better developing and understanding.

2.1 Intelligence and its Conception

Afsaneh Mohammadzadeh and Manoochehr Jafarigohar state that “In the past, linguistic and logical-mathematical abilities were supposed to be indicators of intelligence. Early IQ tests, which were based on Alfred Binet’s intelligences tests, were used to assess these two abilities” (27). Intelligence was perceived as a single element which meant that a person was either intelligent or not. As the authors expressed, the tests that were designed to evaluate intelligence were focused on the two items which have been considered to be the most important over centuries: Math and Language.

How can we forget the old expression: “If a person is good at math, he/she is good for everything.” Students were evaluated over these two aspects without paying attention to the other abilities that they could have. Thus, people who were developed in these areas were considered to be important but, artists, musicians, painters, and dancers were considered insignificant. It was not acknowledged that these people were

as intelligent as the rest, however their abilities were different and engaged other areas of their brains.

Renata Botwina, who has a PhD degree in general linguistics, and is a tutor at the Higher School of Pedagogy in Warsaw, Poland wrote about the importance of the theory of Multiple Intelligences when teaching a foreign language in the Journal of Pedagogy and Psychology. Through her vast experience she states

The word “intelligence” comes from the Latin verb *intellegere* and means: to understand. Generally, for most of us intelligence seems to have some mystique quality and few people approach IQ tests with enthusiasm feeling that they tend to evaluate intelligence too narrowly limiting it mostly to the ability to think logically and visualize things. (14)

For this reason, most people have been afraid of the IQ evaluations. This issue has caused problems because a lot of people are scared of failing in these parameters which often appear to be difficult. If only linguistic and logical mathematical skills are tested, the other capabilities that a person may have are being disregarded

2.2 MI Theory: a new concept of intelligence.

In the past, schools focused mainly on developing their students’ “basic” or “essential” skills without paying attention to their other abilities and talents. Howard Gardner, Professor of Psychology at Harvard University and Senior Director of Harvard Project Zero, challenged the traditional conception of intelligence and attacked the school systems based on his proposal of the existence of multiple intelligences in 1983. Gardner saw intelligence as a plural concept. Jack Snowman, Rick McCown, and

Robert Biehler in their book *Psychology Applied to Teaching*, which offers a new alternative for teachers who want to provide for more effective learning to their students, mention that

The intelligences that Gardner describes are logical-mathematical, linguistic, music, spatial, bodily kinesthetic, interpersonal (understanding of others), intrapersonal (understanding of self), and naturalistic (the ability to notice the characteristics that distinguish one plant, mineral or animal from another and to create useful classification schemes called taxonomies).

(114)

The awareness of multiple intelligences can help students to discover their strengths and preferences. In addition, by emphasizing the students' individual abilities it will be possible to obtain superior outcomes because students will feel more comfortable and motivated to learn since MI theory offers an approach to students' needs, focusing on success rather than failure. As a consequence, there will be more of a possibility that students develop responsibility and enthusiasm for learning.

“... According to Gardner, there are eight kinds of intelligences. Howard Gardner's theory of multiple intelligences requires teachers to adjust their instructional strategies in order to meet students' individual needs.” (Nolen 2) This means that teachers need to know the students' strengths and their learning style to teach them according to their needs. Teachers have to be conscious of the intelligences that each student has and work hard to reinforce that area. Some students can learn by visuals, others by touching objects and others through sounds, etc. If teachers are aware of their students' strengths they will develop the appropriate material for them. Consequently,



students will achieve better results since it would be easier for them to learn in their own way. The use of multiple intelligences inside the classroom breaks the boredom, and opens wide the door for teaching and learning to which students may respond positively. James Gray, and Julie Viens in their article, The Theory of Multiple Intelligences: Understanding Cognitive Diversity in School, wrote about the importance of applying the MI theory in every educational institution. They claim that

The [traditional] unitary perspectives of intelligence--such as the IQ --lead naturally to the question "Is the person intelligent?" MI theory offers a pluralistic view that inspires the question "In what ways is this person intelligent?" (...) MI theory offers a framework for understanding cognitive diversity in school. (2)

The first step to provide a good education is to recognize that students are different and they have diverse strengths. This is very important to know in order to manage correct techniques when teaching. Teachers have to be aware of the intelligences that their students have and develop them by using activities and materials according to their needs.

For more effective learning, students have to be engaged, and that is something that teachers can possibly achieve by focusing on their strengths. Moreover, by the exercising of a certain type of intelligence, students can develop the rest of them.

Teachers should reinforce their students' abilities. The first step is to be conscious of their strengths and apply the appropriate material according to each aptitude. Teachers cannot attempt to teach students as a group if each one has

individualities that make them unique. Moreover, teachers cannot classify students into groups of good or bad because all students are good in their individual way.

Gardner came up with a different point of view which challenged the old meaning of intelligence. Being smart is more than having good grades in Math and Language.

2.3 Types of Intelligences

It is believed that a person is born with all the intelligences; however we develop certain areas more because of the context in which we grow up. This does not mean that the other ones are lost, only that some of them are more developed. However, schools have emphasized just a few of them ever since.

Gardner presented seven types of intelligences in 1983. These intelligences were: Linguistic, Logical/Mathematical, Interpersonal, Intrapersonal, Bodily-Kinesthetic, Spatial and Musical. Ten years later, he added an eighth intelligence: Naturalistic.

According to Renata Botwina, who provides tools for conscious teaching by using students' aptitudes, the intelligences which Gardner described refer to the following characteristics:

1. Linguistic Intelligence: sensitivity to language. It provides for easy acquisition of languages.
2. Logical/Mathematical: the ability to recognize logical patterns.
3. Interpersonal: the ability to understand other people and respond to their needs.
4. Intrapersonal: the ability to understand oneself and obtain self-knowledge.
5. Bodily-Kinesthetic: the ability to control body movements and to use the body effectively to solve problems.

6. Spatial: a three-dimensional sense which can be used to discover spatial relationships.
7. Musical: talent to appreciate music. It is the ability to understand melody and rhythmic patterns.
8. Naturalistic: Understanding nature. Recognition and classification of different objects. (15)

Teachers have to pay attention to all these intelligences and use activities which develop their students' capabilities. No intelligence works in an isolated form, which means that we use at least two or three depending on the circumstance. For instance, a teacher needs to have a well-developed Linguistic Intelligence in order to be able to communicate with his or her students, but a teacher should also have a high degree of Interpersonal Intelligence to comprehend them in a suitable manner.

If MI is used in the classroom, teachers can have a great opportunity to make an enormous improvement in their students by taking into account their strengths. It is generally known that people have at least a fair amount of all the intelligences, which is why it is important to use all of them when teaching.

2.4 The Importance of the Application of the Multiple Intelligences Theory

According to Howard Gardner, not only students have different intelligences, but all the people in the world. This means that every person uses them depending on their needs. Brian Stanfield says, “‘Hot – wiring’ between areas of intelligence within the brain is the new way to exercise the mind, learn faster, and get the most out of life. Enhancing all your intelligences can also improve your usefulness in your work life” (2). As can be seen, a combination of all the intelligences exercises our mind. In many occasions we

are required to use more than one intelligence at the same time. For example, the principal of a school in order to conduct a parents meeting in a correct form needs to have linguistic and interpersonal abilities to communicate effectively, but also he or she will have to use their visual spatial intelligence in order to control the situation since all the parents will focus their attention on the principal.

Students will face different situations during their lives, so it is essential to exercise all the intelligences in order to give them a basis for their future, and to help them to discover their strengths.

2.5 Multiple Intelligences in the classroom

Peter Smagorinsky, who has been an English teacher for thirteen years, is the author of numerous works on Multiple Intelligences and wrote about his experience with the use of the MI theory in his classroom. Smagorinsky, taught English to his students in a way which broke the conventional system. He made his students learn English oral communication by public speaking, improvisation, role playing, music, etc.

This event took place in 1985, two years after the emergence of Howard Gardner's theory. He thought he was doing an incredible job with his students, but his coworkers told him that his students were not really learning, but playing. However, Smagorinsky, could see the positive effects of his method in his classes.

In 1989, he read Howard Gardner's article about the Multiple Intelligence Theory so he decided to write to Project Zero at Harvard University and he asked for more publications about this theory. Then, he read Frames of Mind where he found great psychological foundation to support the teaching technique that he had been developing

for years. It was amazing for him to have scientific information which showed that, in fact, he was right.

He claimed, "While I had always been confident that what I had been doing all along was worthwhile, Gardner's work enabled me to justify non-linguistic activities with a powerful comprehensive theory of psychology, one that allowed me to overcome the skepticism of my colleagues" (19). To teach his students, Smagorinsky, used their imagination, creativity, and let them learn without following a fixed scheme.

For instance, when he wanted them to learn about a novel and to develop English Speaking, what he did was to give them different materials such as: paper, pencils, chalk, markers, musical instruments, a computer, toys, and tools for writing or drawing. He told them a story and made them to present their point of view of the tale. He gave them the freedom to express themselves as they wanted.

The results were unbelievable because they created amazing expositions by using their abilities. The students did learn English conversation and acquired the knowledge that they needed without using a text only. The teacher took advantage of their aptitudes and he obtained incredible results.

This is an example of how the MI theory could affect students positively in a classroom. A teacher used his students' strengths to make them learn. He achieved excellent results which show that students' strengths lead educators to teaching English effectively.

Human beings have different intelligences and different amounts of those intelligences. All people can represent the same idea in diverse forms according to their aptitudes. Peter Smagorinsky says "Biblical scenes and stories have been interpreted



through paintings, sculptures, masses, dances, and other mediums” (25). That is to say that it is not possible to evaluate students with a single representation of understanding if they are able to develop their capacities in more than one way at once.

In the past, the term “slow learner” was common to hear, but these people were considered “slow” in the two intelligences which were the most used in the classroom (linguistic and logical-mathematical). We are living in a new world which demands new skills. The first step in order to be part of this new tendency is breaking old concepts, and acquiring new techniques that prioritize students’ needs.

In Cuenca, teachers generally work with large classes in which each person is different and unique. That is why it is important to try to respond to students’ individuality. If there is a class with more than fifteen people, it is problematic to teach all of them in the same without paying attention to what they really need.

Maqsood Ahmed, Ishtiaq Hussain, R A Farooq and Sarfraz Ahmed, who are specialists from the Institute of Education & Research, Kohat University of Science & Technology, state that,

It is recommended that schools should organize workshops, fairs and campaigns etc. to make the parents aware about multiple intelligences as even educated parents do not have knowledge about this concept and they still believe in IQ and give importance to mark sheets for judgment of their child’s performance. (331)

It could be frustrating for a student not to be recognized by his or her own abilities. Schools tend to focus on students’ failures since they emphasize the low

grades in the report sheets. The development of a student goes beyond grades and evaluations. It is necessary to create a new culture where students' efforts are recognized and supported with the right tools. It is important to inform (to) parents about the existence of the MI theory because they need to know that their children have distinct abilities which may be enhanced.

David Chan, a professor at the Department of Educational Psychology and Program Supervisor of the Programs for the Gifted and Talented at the Chinese University of Hong Kong developed a research project about the influence of parents when searching for the students' capabilities. He stresses that:

Parents are recognized to be good sources of information about their children's strengths, abilities, motivations, self-esteem, and creativity, especially when their children are young. They observe their children's behaviors in diverse situations, and could be well aware of their giftedness and needs that are frequently invisible to teachers. (19)

For the reasons stated above, the relationship between parents and teachers is very important in the learning process because they complement each other. It is essential for the teachers to find out more about their students, and it is important for the parents to know how to support their children the best they can without being judgmental about their success or failure.

2.6 Multiple Intelligences when teaching a foreign language

Renata Botwina states that "Foreign language teachers should experiment with MIT for a number of reasons: firstly, to establish a student-oriented insight into teaching;

secondly, to provide a meaningful context for teaching; and finally to increase the level of their students' motivation to learn a foreign language" (18).

Learning a language is directly related to the types of intelligences. Linguistic intelligence correlates with Musical Intelligence, and Linguistic Intelligence helps students to learn a language. So, there is a combination of the intelligences, which can be used in teaching. Stanfield points out that, all the intelligences work together; none of them work alone. It means that if one intelligence is developed, it serves to increase or support another intelligence (2).

The use of multiple intelligence based activities will create a positive atmosphere in the classroom because students will feel more inspired to learn. Some people do not like to learn languages and the reason lies in the way they are learning. In my own experience as a student, good and bad teachers had taught me English in their way without noticing my preferences or abilities. The methods that they used were: word by word translation of the book by using the dictionary, mechanical word repetition in my notebook, and so on. Have they focused on my strengths? The answer is simple; they have not paid attention to my capabilities at all. They have taught hundreds and hundreds of students in the same way.

How can teachers motivate students with activities that do not catch their attention? Activities that respond to students' needs are what they required. If educators use different activities for students that learn differently, they will provide them with meaningful learning. Each student has a strong intelligence. If all the intelligences are engaged when teaching, all the students will be able to learn efficiently using their abilities.

Renata Botwina, based on her professional experience asks a very important question which all educators may have: “What is the success of a foreign language determined by? Clearly, it is determined by many factors - both extrinsic and intrinsic - such as motivation, physical conditions, intelligence, learning styles, gender, aptitude, and age” (14).

If teachers want to teach a foreign language effectively, they need to realize that learners are different. If students are heterogeneous, it is necessary to teach them differently. It is time to take into consideration their variances, and make students enjoy the learning process. Educators are responsible for almost all the extrinsic factors that surround a student and so the possibility to construct an appropriate atmosphere depends on them.

2.7 The relationship between Speaking and the Multiple Intelligences.

Afsaneh Mohammadzadeh, a PhD TEFL teacher, who is an expert in effective learning factors and Manoochehr Jafarigohar, PhD TEFL teacher, who is the author of thirteen academic textbooks, and has given more than 20 lectures at international conferences, state that

Language speakers need to perform body movements; they need to move their hands, arms, and heads during their interaction. On the other hand, bodily-kinesthetic intelligence is responsible for making gestural signals.

Therefore, bodily-kinesthetic intelligence facilitates communication. (29)

What the authors express is that body language is part of every language, and it is used in order to communicate ideas.

When speaking, first, our intrapersonal intelligence is used in order to clarify our thoughts. Then, the interpersonal intelligence is used in order to be able to share ideas with other people orally. For effective communication human beings use more than one intelligence.

In order to improve speaking skills, it is important to use techniques and tools which encourage students to talk. Speaking is one of the most important skills, but it is also the most difficult to develop. That is why teachers need to design or use activities that engage students and inspire them to communicate breaking students' fears and shyness in the process.

2.8 Misconceptions of the MI theory

“Unfortunately, the down side of this [Multiple Intelligences] tends to categorize people according to an intelligence or learning style. It is easy to jump to the conclusion that if you are heavily endowed with spatial and logical mathematical intelligence, you might direct yourself into the field of architecture...” (Stanfield, 24)

It is easy to misunderstand the meaning of the use of Multiple Intelligences and apply it in the wrong way. Multiple Intelligences theory offers new opportunities for teaching.

Teachers and people in general, tend to classify people according to their culture. Thus, many may believe that all black people have a certain level of intelligence, all white people another, and so on. Multiple Intelligences Theory goes beyond ethnicity, culture, or race. MI theory states that we all own different strengths in spite of the other factors mentioned.

The biggest problem with the use of MI theory is that teachers tend to tag their students as “my visual student”, “my logical-mathematical student”. Teachers need to remember that all their students own all the intelligences in different quantities. Furthermore, no intelligence is isolated, they work as a combination. Our work as teachers is to help students to realize their strengths and support them without making the mistake of creating stereotypes in their minds.

2.9 Previous studies

2.9.1 Case 1

The Project Spectrum Approach in Multiple Intelligences consists of identifying the most developed intelligence that a child has, and reinforcing it in order to support the other intelligences, too. They strongly believe that there is a cognitive variety in schools. With the use of Gardner’s theory to foster the understanding of students, it was possible to solve the following problem: Jacob, a first grader in Spectrum classroom was unwilling or unable to engage in writing activities. Jacob’s teacher and Spectrum researcher devised a strategy to bridge his highly developed spatial-mechanical abilities to the language arts curriculum.

The teacher asked that during “journal time” Jacob created a tool dictionary to be used as a resource in the mechanical center. After several entries in which he drew and described tools and other materials, Jacob confidently moved on to writing about other things of import to him, such as his brothers and a recent birthday party. Rather than shy away from all things linguistic—he previously had refused any task requiring a pencil—

Jacob became interested in journal writing. Indeed, he spontaneously began reading back his entries to his teacher. (Gray and Viens 2)

This is a clear example of how the use of Multiple Intelligences can have a positive result in the classroom. In this case, they focused on one single student, who had some difficulty; however, the same process can be adapted to more students taking into account their abilities.

2.9.2 Case 2

Furthermore, there is an example where a much wider population was the target of the research. It was conducted in 2012; the study involved 517 English Literature and English Translation students who were attending two centers of Payame-Noor University at BA level with an age range of 18 to 43. Among the participants, 188 were male and 329 were female. The research was entitled “The Relationship between Willingness to Communicate and Multiple Intelligences among Learners of English as a Foreign Language”.

Willingness to communicate is a concept that has been active for not more than a decade. It refers to the disposition that a person has to transmit his or her ideas orally, which plays a significant role in language learning and communication (Mohammadzadeh and Manoochehr 25).

When the above mentioned authors finished their study, they concluded that “MI is a factor responsible for determining an individual’s degree of willingness to talk. Linguistic, interpersonal, and musical intelligences were shown to have relations with WTC components” (31). It was possible to confirm that there exists a significant relationship between a person’s degree of willingness to communicate and his/her

strengths. Interpersonal Intelligence plays a very important role when learning a language because it is needed to perform appropriately in different social scenarios.

When people speak a language, it is accompanied with body movements, gestures, and signals due to the movement of hands, arms and head. This means that bodily-kinesthetic intelligence is related to communication (Mohammadzadeh and Manoochehr 29). Since no intelligence works by itself, by using one of them, the other intelligences are reinforced in a certain way.

Researchers also analyzed five local English Books in Turkish schools to see how Multiple Intelligences were used. They found that the verbal/linguistic and visual/spatial kinds were the most frequently used. However, Naturalistic Intelligence was the less used.

This means that Multiple Intelligences play a very important role in the classroom, especially to motivate and encourage students to talk. With activities that engage their attention, they will forget about their fears and they may be able to communicate their ideas confidently.

2.9.3 Case 3

The Canadian Center of Science and Education published a study directed by Jinxiu Jing, a professor of the School of Foreign Languages in Leshan Normal University in China. The research was carried out in Zhongshanlu, a Primary School of China, where the purpose of the study was to find out if MI-based classroom teaching can inspire students' motivation towards English Language Learning. In this case, the study was conducted to improve reading.

The study lasted six months. Two classes of the fifth grade were chosen. There were two groups: the experimental class which contained 29 students, and the control class which contained 30 students. The same teacher was in charge of both classes. The same textbook was used. The classes were of 40 minutes every day. The educator used MI when teaching the experimental class, and the traditional method with the control class (Jinxiu Jing 134).

After the application of the treatment the result confirmed that in fact the experimental class improved greatly with the use of the MI theory in the classroom. The author of the research concluded that

The MI-based approach effectively meets the varied needs of the pupils amidst the societal changes and realities, and equips pupils with techniques for English reading. Rather than functioning as a prescribed method, curriculum or technique, MI theory provides a way of understanding intelligence, which can be used as a guide for developing activities that address multiple ways of learning. Instead of being static, teaching based on MI theory needs to evolve harmoniously along with pupils' unique and changing needs. (138 – 139)

As stated above, this research was carried out to evaluate the effects of the application of the MI theory when teaching speaking in the original source: reading. Nevertheless, it is clear that the same results may be obtained with the other skills. Taking into account students' needs is necessary for the development of all the skills. Students need activities which involve their strengths in order to do their best.



2.10 Research Question

Based on the above literature review the present project aims at finding answers to the following question: How do multiple-intelligence-based activities help to develop speaking skills in fourth grade students?

CHAPTER III: METHODOLOGY

3.1 Basic Methodology

In order to design the activities in an appropriate way for the purposes of the present research project, an analysis of the bibliographic material on the Multiple Intelligences theory was carried out.

In addition, articles, journals and books, were reviewed in order to find the basis to support this study. All these reading materials provided useful information about the topic. The techniques used for this investigation were: extensive reading, examination, synthesis, and a wide analysis of the collected information.

An interview served to clarify issues related to the topic. A pre-test and post-test were administered in order to find out about the students' performance in speaking before and after this study. Furthermore, a questionnaire was applied to the children's parents in order to collect data about their knowledge and thoughts about the MI Theory.

3.1.1 Interview

An interview was administered because of its importance in the research process; (See appendix 1). The interviewee was Professor Catalina Astudillo, who is certainly an expert about the theme since she has extensive knowledge about the Multiple Intelligences theory and their use in the classroom. She has been working as a teacher for 25 years out of which she spent 18 years teaching at the University of Cuenca. Over all these years she has been instructing future English teachers so that they become capable of managing a classroom and teaching a foreign language effectively.

The interview, which lasted approximately twenty five minutes, was held in a very comfortable atmosphere which facilitates the sharing of information. Thanks to the interviewee, it was possible to find the information needed in order to understand even more the topic that the research was meant to investigate.

Catalina Astudillo provided a lot of information about the theory developed by Gardner in 1983. She emphasized that MI changed the perception of intelligence and it created new opportunities to engage students in activities that were previously unimaginable.

According to the interviewee's experience, it was possible to say that multiple intelligences theory is a delightful theme which has created a lot of passion and interest.

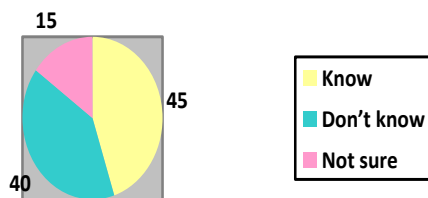
3.1.2 Questionnaire

Multiple intelligence theory is barely recognized by ordinary people. Despite all the efforts of countless experts, there is still a lack of knowledge about the theme. It is hard to find people that know about the existence of this topic. Most teachers tend to be familiar with the theory, but people who do not have anything to do with education probably have no idea about it.

Parents are the most important support that teachers have because they reinforce at home what the children learn at school by monitoring how homework is done. For this reason, the surveys were sent to the students' parents of the selected group where the research took place (See appendix 2).

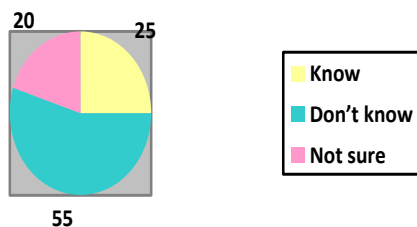
The parents in all sixteen families completed the survey. The results obtained were the following:

1. Do you know about the existence of Multiple Intelligences?



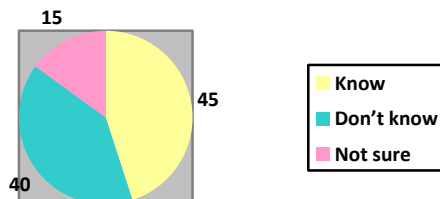
- 45% of the parents know about the existence of Multiple Intelligences theory, 40% do not know and 15% are not sure.

2. Do you know how many types of intelligences we have?



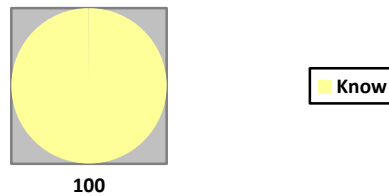
- 25% of the parents know the number of intelligences that a person can have, 55% of them do not know and 20% are not sure.

3. Do you think that the use of Multiple Intelligences serves for a better learning?



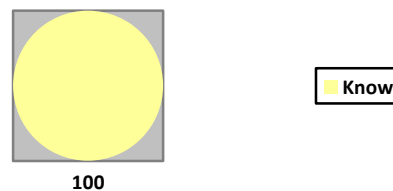
- 60% of parents know that Multiple Intelligences can improve learning while 40% do not know, and 15% are not sure.

4. Do you think your child has more skill in certain areas?



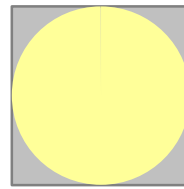
- 100% of parents think that their children have more developed skills in certain areas.

5. Would you support the use of activities that promote your child's skills?



- 100% of parents will support activities that encourage students to learn better.

6. Do you think that if we use the right resources to emphasize the strengths of your children they can learn better?

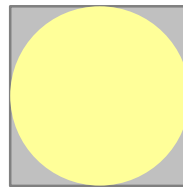


100

Know

- 100% of parents know that the use of right resources can improve their children's skills.

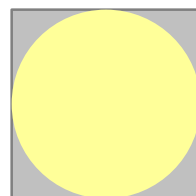
7. Do you think that all the people learn in the same way?



100

Know

- 100% of parents think that all people learn differently.



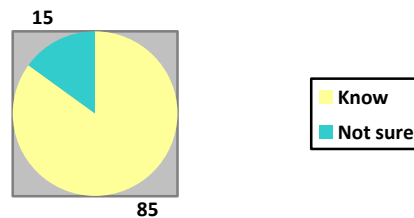
100

Know

8. Do you consider important to take into account the characteristics of each student?

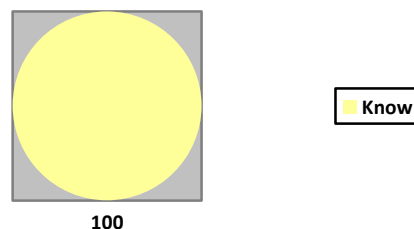
- 100% of parents think that it is important to take into account the characteristics of each student when teaching.

9. Do you think that teachers should pay attention to the students' individualities when teaching?



- 85% of parents know that the individualities of each student should be taken into account, while 15% are not sure.

10. Do you think that students can learn better with the use of appropriate techniques based on their strengths?



- 100% of parents believe that students can learn better with the use of the right techniques based on their strengths.

In conclusion, according to the results we can say that the most important fact that was found is that almost half of the parents do not know about the existence Gardner's theory. Moreover, they are conscious that their children are different, and they do not learn in the same way. Furthermore, they all agree about the importance of using

the appropriate material for each student. This survey demonstrated that they support the application of the MI theory to increase the knowledge of their children. Parental participation is a key tool in the learning process. Teachers and parents ought to work together because they both have the same objective: successful education for their kids.

An evaluation about students' speaking skills was done at the beginning of the study in order to collect the initial data.

Finally, another evaluation was done at the end of the application of the activities in order to see the positive or negative results of the use of MI theory in the classroom.

3.1.3 Pre-test and Post-test

As mentioned before, a pre-test and post-test were applied to the students in order to find out whether the application worked. A reliable and validated rubric, downloaded from the internet, was used on both tests in order to make evaluation more objective (See appendix 3).

3.2 Application of the treatment

The Multiple Intelligences based activities were administered to the fourth grade students of *Verbo* elementary school. A group of sixteen students used the designed booklet which included the tasks detailed below. The application of the activities was carried out over two weeks, seven hours per week, which means fourteen hours. A daily observation provided the evidence to state the positive results obtained ((See appendix 4). Carefully designed lesson plans were used during the application of the treatment (See appendix 5)

CHAPTER IV: RESULTS AND ANALYSIS

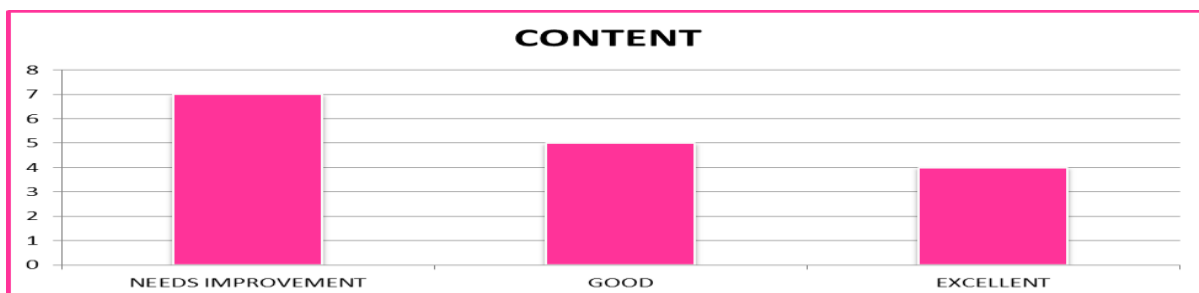
After the application of the treatment which, due to time constraints, only lasted two weeks, these are the results:

4.1 Quantitative analysis

4.1.1 Pre-Test: Before the application of the MI based activities the students were evaluated for their speaking skills in order to get information about their development in this skill. The aspects that were evaluated were: Content, Pronunciation, Vocabulary, and Grammar. These are the results:

PRE-TEST

1. Content:

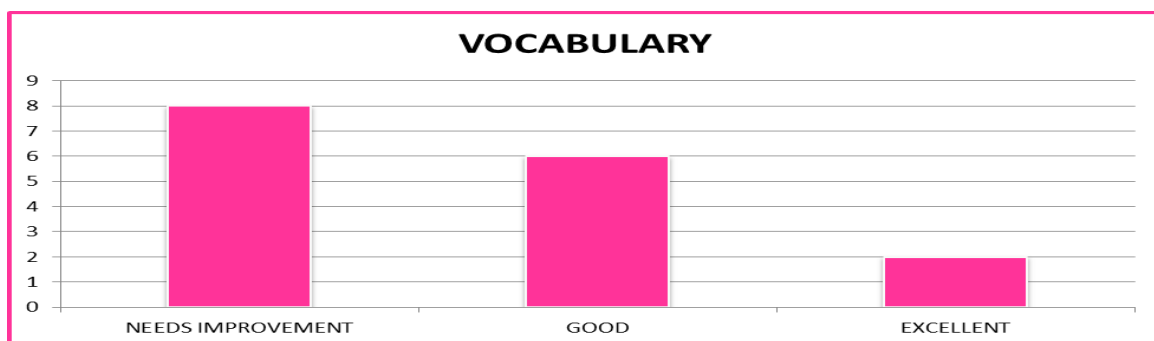


- 43.75% of the students needed improvement. This meant seven students.
- 31.25% of the students had a good level of content. Five students constituted this group.
- 25% of the students had an excellent level of content knowledge. Four students belonged to this group.

2. Pronunciation



3. 43.75% of the students (7 students) needed improvement. 31.25% of the students, that is 5 students have good pronunciation. 25% of the students, that is four students have an excellent pronunciation. **Vocabulary**



4. 50% of the students (eight in all) needed improvement. 37.5% of the students, that is six of them, have a good vocabulary level. 12.5% of the students (two of them) have an excellent vocabulary. **Grammar**



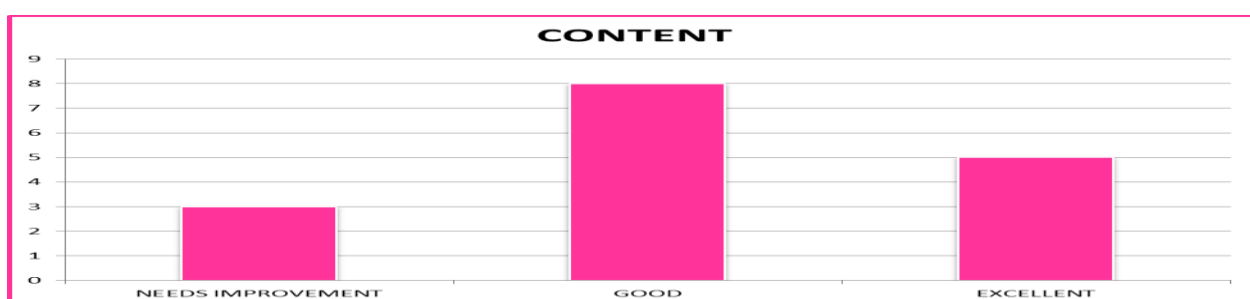
- 43.75% of the students (seven in all) needed improvement. 37.5% of the students have a good level of grammar six students constituted this group.

18.75% of the students (three in all) have an excellent level of grammar.

4.1.2 Post-Test: After the application of the MI based activities the students were evaluated for their speaking skills in order to find out the effect of the treatment. The aspects that were evaluated were: Content, Pronunciation, Vocabulary, and Grammar. These are the results:

POST-TEST

1. Content:



- 18.75% of the students (three in all) needed further improvement. 50% of the students have attained a good level in this aspect. This implied eight students.
- 31.25% of the students have acquired an excellent level of content knowledge. Five students belonged to this group.

2. Pronunciation:



- 31.25% of the students needed further improvement in pronunciation. This percentage corresponds to five students.

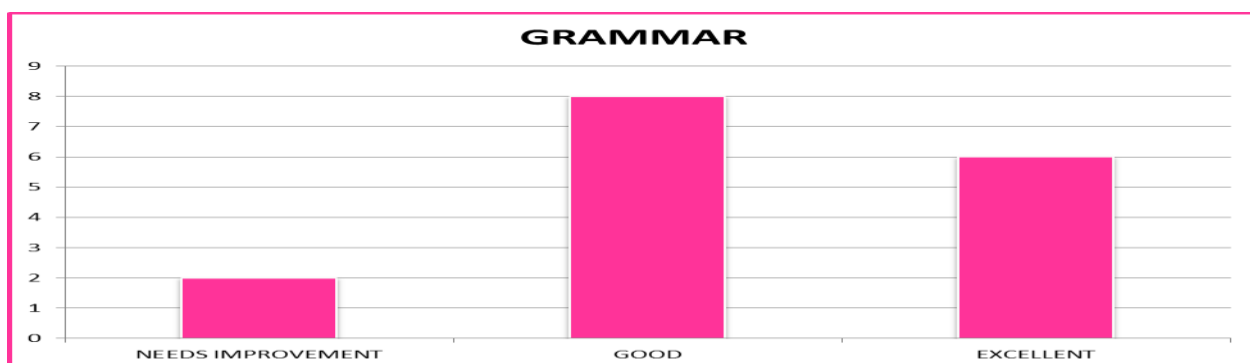
- 43.75% of the students have displayed good pronunciation. This percentage corresponds to seven students.
- 25% of the students have an excellent pronunciation. This constitutes a group of four students.

3. Vocabulary:



- 18.75% of the students needed to obtain more and better vocabulary. This percentage corresponds to three students.
- 31.75% of the students have a good vocabulary level. This percentage corresponds to five students.
- 50% of the students have an excellent vocabulary level. This percentage corresponds to eight students.

4. Grammar



- 12.5% of the students needed improvement in Grammar. This percentage corresponds to two students.
- 50% of the students have obtained a good level of grammar. This percentage corresponds to eight students.
- 37.5% of the students have an excellent grammar level. This percentage corresponds to six students.

4.1.3 Special Cases: In the population of the students which were the subjects of this study, there were three special cases that need to be mentioned because they undoubtedly affect the results obtained in this research work.

- a) There is one student with Attention Deficit Disorder (ADD), who has problems focusing in class. He responded positively because the activities got his attention. He was involved and interested in the tasks; however, he did not develop to the extent that was hoped for.
- b) There is one student with Borderline Intellectual Functioning who has learning problems; his development is not the same as that of his classmates. He got involved in the activities, which was, in fact, an achievement. Unfortunately, the results were not as positive as desired.
- c) There is one student who is a native speaker and this affected positively the development of the study because he helped his classmates, and his personal development is guaranteed.

Contrast Table of Results

Aspects	Before the application	After the application
Content		
Needs improvement	43.75%	18.75%
Good	31.25%	50%
Excellent	25%	31.25%
Pronunciation		
Needs improvement	43.75%	31.25%
Good	31.25%	43.75%
Excellent	25%	25%
Vocabulary		
Needs improvement	50%	18.75%
Good	37.5%	31.5%
Excellent	12.5%	50%
Grammar		
Needs improvement	43.75%	12.5%
Good	37.5%	50%
Excellent	18.75%	37.5%

4.2 Qualitative analysis

In order to see the positive or negative effects among the attitudes of the students as a reaction to the application of the activities, the observation was a key tool to determine the results obtained. (See appendix 6). In all the cases the use of the activities got the students' attention. All of them showed enthusiasm and interest about the tasks. However, the four most relevant cases are going to be explained further. (see Appendix)

- a) Student 1: He is a student with Attention Deficit Disorder (ADD), it is very difficult to get his attention, but the activities which were applied got him interested and he was really involved in the learning process. Unfortunately, it was not possible to obtain wider aims. Certainly, it was because of the lack of time. With the application of these activities during the whole school year, it may be possible to obtain better results.
- b) Student 2: She is a very shy student, who is afraid to speak in public. With the development of this project she gained more self-confidence. Moreover, she appeared to be comfortable with the activities and started to participate.
- c) Student 3: He is a student with Borderline Intellectual Functioning. He has learning problems. He showed interest in the activities. In spite of the mistakes he made, he raised his hand and participated actively.
- d) Student 4: He is a student with Hyperactivity. He is a very good student. However, it is difficult to get his attention. During the treatment period he was completely involved in the activities

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

After the application of the activities it was possible to conclude that in fact the development of the speaking skills was possible in most of the cases since it was found that:

- a) Students became more engaged in activities which caught their interest.
- b) Students were able to obtain self-confidence and lose fear.
- c) Even students, who have certain learning problems, responded positively to the activities that were designed to appeal to their strengths.
- d) Students reacted in a positive way to the application of the MI theory inside the classroom.
- e) It is necessary to use a variety to activities when teaching, this is the best way in which students can learn.
- f) The use of students' strengths is of key importance for effective learning.

Students were motivated and were able to improve their speaking skill.

5.2 Recommendations

After the carrying out of this study it is possible to recommend that:

- a) Since time is a main factor that needs to be taken into account, it would be a good idea to analyze the results obtained from longer time periods of the application. For example a whole "quimestre", or a whole school year.
- b) In order to generalize the results future research on this field should be done with a much wider population.



- c) The treatment used in this research study could be applied to two groups in order to compare the results, which will hopefully give us a clearer idea of the influence of the MI theory on EFL students.

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APPENDIXES

Appendix 1: Interview and Transcription

Interview with the Expert.

1. How important is to use the Multiple Intelligences when teaching?
2. How can activities based on Multiple Intelligences theory develop speaking?
3. According to your experience. Is it effective the use of the Multiple Intelligences in a classroom?
4. What are some of the results of the use of the Multiple Intelligences?
5. What is the teacher's role when using Multiple Intelligences in the classroom?
6. How does this theory differ from the traditional definition of intelligence?
7. How has M.I. theory developed since it was introduced in 1983?
8. What have been some benefits of using the multiple intelligences?
9. How can applying M.I. theory help students learn better?
10. Compare the traditional idea about intelligence with Gardner's. How have his ideas changed the way teachers assess the strengths and weaknesses of students?

Interview Transcription

1. How important is to use the Multiple Intelligences when teaching?

CA: It is very important because you take into account a wider spectrum of type of learners namely, visual, verbal, kinesthetic, intrapersonal, interpersonal, musical, naturalistic, spatial, spiritual, etc.

2. How can activities based on Multiple Intelligences theory develop speaking?

CA: The speaking skill is addressed to those students who show the verbal linguistic intelligence as their strongest intelligence. They are the people who have the ability to communicate as an innate strength. They have the ability of the verbatim, the speech, etc. But, I think if the teacher through well- planned activities and material can approach the other type of learners. For example, activities using charts, maps, pictures, visuals, drawings, paintings, etc. can be a way to hook the interest and motivation of a special learner. Classroom interaction can contribute to get the interest of interpersonal learners and learners with different styles.

3. According to your experience. Is it effective the use of the Multiple Intelligences in a classroom?

CA: Yes, because Multiple Intelligence broadens the scope for variety in the classroom.

4. What are some of the results of the use of the Multiple Intelligences?

C.A: All types of learners work according to activities in which they can use their strongest ability and can develop others. Current brain research tells us that

using MI in the classroom; students can get the most out of the learning process.

The reasons are the following:

- a. Students feel comfortable to learn and respond positively and constructively to their learning process.
- b. Students may be willing to challenge themselves by working in those styles that need developing. Implementing activities in all intelligences encourages students to work with topics in a more meaningful way and enables them to handle, complex topics with greater ease.
- c. Students will be motivated through the opportunities to focus on topics and activities that interest them. Diversity to work creates a friendly classroom environment in which students are engaged in finding their own talents and interests.

5. What is the teacher's role when using Multiple Intelligences in the classroom?

CA: A teacher can have different roles in a classroom it depends on the actions that he performs. For instance, he can be a planner when he plans a lesson, a monitor when he guides the learning process, a helper when he supports the students, a selector when he chooses the activities to work with, and evaluator when he values the results that he got.

6. How does this theory differ from the traditional definition of intelligence?

C.A The traditional view is unitary the current trend is multiple.

7. How has M.I. theory developed since it was introduced in 1983?

C.A It has evolved because of our increasing understanding of the human brain and its cognitive processes. Researchers, Reuven and Feuerstein and others have revealed new insights into cognition through their work in cognitive modifiability and brain hemispheres. Jean Piaget's theories on how humans construct knowledge have become important foundations for understanding the brains 'natural learning capacities. The 20th century also saw the advent of psychometric indicators of intelligence such as IQ testing. Moreover, thank to this theory we could start classifying the strengths of people in certain areas of knowledge. For example, we can consider to Charles Darwin as an model of naturalistic intelligence, Gandhi as a model of the interpersonal intelligence and so on.

8. What have been some benefits of using the multiple intelligences?

C.A: Gardner's method explores the way in which particular cultures value individuals and the way individuals create different products or serve their cultures in various capacities.

9. How can applying M.I. theory help students learn better?

C.A: It can certainly students to learn in a better way because the MI theory takes into account their individualities and tries to teach them by using their individual strengths which can get awesome results.



10. Compare the traditional idea about intelligence with Gardner's. How have his ideas changed the way teachers assess the strengths and weaknesses of students?

C.A: The way students learn also changes the way they are assessed. A Project-planning form gives her students leverage in choosing formats for a research project on such a topic. Teacher provides the topics and allows ss to choose the format for their final presentation. Her students create skits, watercolor paintings, board games, historical lectures, storybooks, advertisements and other demonstrations of their learning, using various intelligences.



Appendix 2: Questionnaire

Universidad De Cuenca

Facultad De Filosofía, Letras y ciencias de La Educación
Carrera De Lengua Y Literatura Inglesa: Curso De Graduación

Dear Parents:

Please answer the following questionnaire. The information that you provide will be very important for the development of a research about Multiple Intelligences.

❖ Check the answer that best describes how you feel about the question.

Question	Yes	No	Not sure
1. Do you know about the existence of Multiple Intelligences?			
2. Do you know how many types of intelligences we have?			
3. Do you think that the use of Multiple Intelligences serves for a better learning?			
4. Do you think your child has more skill in certain areas?			
5. Would you support the use of activities that promote your child's skills?			
6. Do you think that if we use the right resources to emphasize the strengths of your children they can learn better?			
7. Do you think that all the people learn in the same way?			
8. Do you consider important to take into account the characteristics of each student?			
9. Do you think that teachers should pay attention to the students' individualities when teaching?			
10. Do you think that students can learn better with the use of appropriate techniques based on their strengths?			



Appendix 3: Rubric

THESIS PROJECT

Class : _____ Student: _____ Grade: _____

RUBRIC: SPEAKING SKILLS

ESL ORAL RUBRIC			
	Needs Improvement 1pts	Good 2pts	Excellent 3pts
ESL ORAL RUBRIC	Needs Improvement irrelevant or invalid response	Good Relevant response with some linguistic errors	Excellent Relevant response free of fluency
PRONUNCIATION	Needs Improvement Unintelligible	Good Intelligible	Excellent Acceptable pronunciation fluency
VOCABULARY	Needs Improvement In a language other than English	Good Appropriate vocabulary	Excellent Precise vocabulary
GRAMMAR	Needs Improvement Only repeating the prompt or no response	Good Some grammatical errors (e.g., in subject-verb agreement, verb tense, etc.)	Excellent Grammatically correct (e.g., in subject-verb agreement, correct verb tense, etc.)

comments:



Appendix 4:

BOOKLET



MULTIPLE INTELLIGENCES BASED ACTIVITIES BOOKLET

MARCELA FARFÁN MORA



The aim of this booklet is to provide activities which involve the Multiple Intelligences' theory in order to encourage students to develop their speaking skills through their strengths. Since human beings learn differently, this pamphlet has a variety of tasks designed to take advantage of children's individual abilities.



THE AUTOR

THE SIMPLE PRESENT

We use the Simple Present to express the idea that an action is repeated or usual. The action can be a habit, a hobby, a daily event, a scheduled event or something that often happens.

Let's see an example to remember how we use the simple present.

EXAMPLE:

FORM

I		She	
You	work.	He	works.
We		It	
They			

She, he, it: add **s** to the verb.

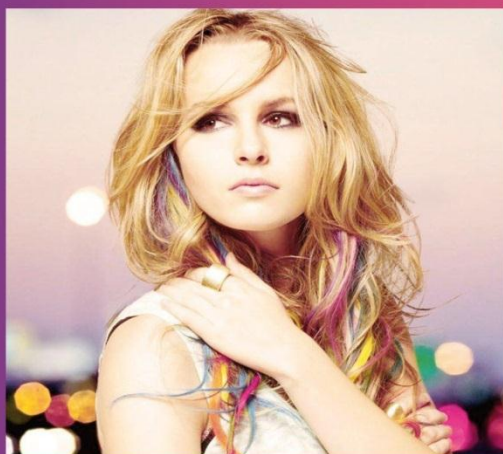
I		She	
You	Teach.	He	Teaches.
We		It	
They			

Verbs ending in **sh, ch, ss, o** or **x**, e.g. **teach, wash, watch, go**: add **es** to the verb after **she, he, it**.

I		She	
You	carry	He	carries
We		It	
They			

Verbs ending in consonant + **y**, e.g. **carry, study, cry, change** **y → i** and add **es** after **she, he, it**.

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IT'S TIME TO READ! INDIVIDUAL ABILITIES.**Bridgit mendler**

Bridgit Claire Mendler is a young American actress and musician. She lives in Miami. She plays Teddy Duncan in the Disney Channel Original Series Good Luck Charlie. She works sometimes as a character in the Disney Channel Original Series Wizards of Waverly Place. Moreover, she usually acts in Disney movies and she is very well known because of her great personality. She loves to travel to different places. She has a couple of songs which are part of the US Billboard Hot 100. Her song "Hurricane" is one of the most popular songs around the world.

Your Tourn!**1. Answer the questions about the reading.**

a) Where does she live?

b) What does she do

c) What does she love to do?

When the teacher asks for volunteers, raise your hand and share your information

2. Choose a paper from the **MYSTERY BAG** that the teacher has and perform the following directions:



Search for information about the celebrity that you selected. (Place of birth, profession, and why is he/she famous.

- Write down specific ideas in the back of the celebrity's picture.

- Use the world map in the board to locate the place where the person lives and share your ideas with the class.

MY FAVORITE CELEBRITY!

1. Think about your favorite celebrity and brainstorm why you like him or her. Find what you like the most. Write key words!



2. Share your information with three classmates. Write down what you find.

CLASSMATE	CELEBRITY	OCCUPATION	REASON WHY YOU LIKE
1.			
2.			
3.			

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3. Re-write the following sentences in the correct order. Share the information with your partners.

every day Tom lives in goes Tambo, at 7am he wakes up and he to school.

studies she home. practices the guitar when she gets in the university Sarah

Bridgit songs. works for sings she great Disney

VISITING NEW PLACES

**Outdoor
activity**



Hey! Let's take our passports and let's travel to the "walk of fame" a famous place which is located in Las Vegas. Let's

BE FAMOUS!

Prepare an Oral Presentation about your favorite celebrity. Use your previous notes. Get dressed as the artist you chose and share the information with your class

IT'S TIME TO SING

LET'S LEARN NEW WORDS!

Do you remember that at the beginning of the chapter we said that "Hurricane" is a famous song?... It's time to listen to it!
Listen to the song and complete the words from the box.

HURRAINE

Blows/ afraid/ face/ rain/ home

Think the clouds
are clogging up my brain
like the weather drain
stain is the tears on my _____
and i'm stuck up in this storm, I
I guess i'll be alright

oh (uh oh, uh oh)
oh, oh (uh oh, uh oh)
then it hits me like
oh (uh oh, uh oh)
oh no (uh oh, uh oh)

And you're that wind
that swept me off my feet
Got me flying till i'm
cying and i'm down on my knees,
that's what Dorothy was _____
of the sneaky tornado

oh (uh oh, uh oh)
oh, oh (uh oh, uh oh)
There's no place like _____
Oh whoa (uh oh, uh oh)

i'm falling out the windows
locking up my heart
it's like everytime
the wind _____
i feel it tearing us apart
Everytime he smiles
i'd let him in again

Everything is fine when
you're standing
in the eye of the hurricane
Here comer the sun,
here comes the _____
standing in the eye
of the hurricane (x2)

Circle the present tense sentences

What is the song about?

Do you like the song?

Do you think it has to be on the Top 100?

10

THE PRESENT CONTINUOUS

Use the Present Continuous to express the idea that something is happening now, at this very moment. It can also be used to show that something is not happening now.

I	am	I'm	working
She	am	She's	
He		He's	
It		It's	
We	are	We're	
You		You're	
They		They're	

Verbs **to be (am, is, are)** + verb + **ing**

Read the text and answer the questions:

I'm sitting on the beach, eating an ice-cream, Alice and Paul are swimming in the sea and Tom is in the park. He's playing with a friend. Peter is listening to the radio and reading.

We're having a fantastic holiday. Fishville is a little fishing village in north Wales with a park, a castle, and some lovely gardens, and there's a little fishing port with a lighthouse. Everybody here is really friendly.

I think we're lucky. This is our second holiday this year and we're doing just what we want to do: sleeping eating and playing games. The food is lovely too.



1) What's the author of the text doing?

2) what are Alice and Paul doing?

3) What is Peter doing?

4) What are all of them doing?

5) Are they having a good holiday?

DO YOU WANT TO HAVE FUN?



1. Look at the pictures on the board, select an animal and identify the habitats of the animals. Describe what they are doing.

2. Close your eyes, and let's imagine that we are in Disney World right now. Think in 5 things that you are doing and write them down.

Handwriting practice area with five horizontal lines on a light brown background.



3. Share your information with a partner and write here what you found.

Handwriting practice area with five horizontal lines on a light brown background.

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4. Recognize the errors in these sentences and share the information to your classmates.

Charles are working in an office. He and Marcos is writing a letter. Charles are listening to music, and Marcos are singing a song.

The rest of the people in the office is working happily. My mom are smiling, and my dad is watching T.V. My bother are playing and I am dancing in my room.

VISITING NEW PLACES

Hey! Let's go to the zoo and let's see what are the animals doing! Describe

Time to act:

1. Choose a paper
2. Read the name of the animal that you select
3. Perform the action

Your classmates have to find out the animal that you are!



MUSIC TIME

It's time to watch a Video about the present continuous! Perform the actions, and sing

It's time to watch a Video about the present continuous!
Perform the actions, and sing!

Did you learn new words? Repeat them!
Did you like the song...? Sing again!

The Simple Past

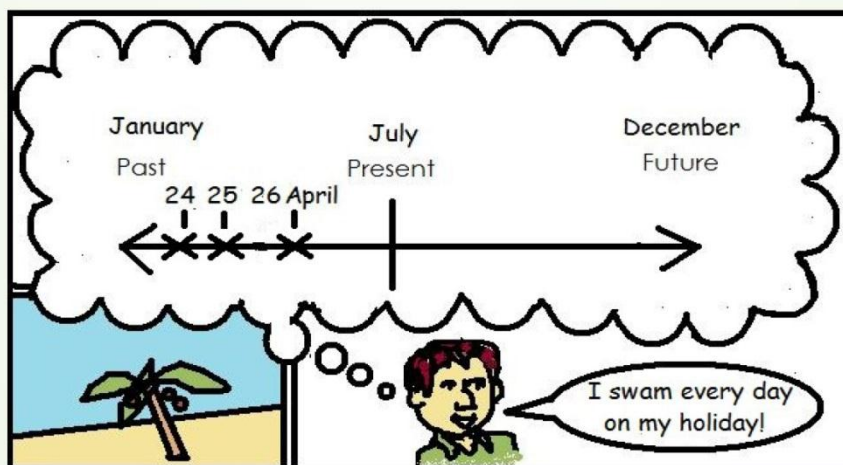
Use the Simple Past to express the idea that an action started and finished at a specific time in the past. Sometimes, the speaker may not actually mention the specific time, but they do have one specific time in mind



TONGUE TWISTER!

Betty Botter bought some butter, but she said "this butter's bitter! But a bit of better butter will but make my butter better" So she bought some better butter, better than the bitter butter, and it made her butter better so it was better Betty Botter bought a bit of better butter!

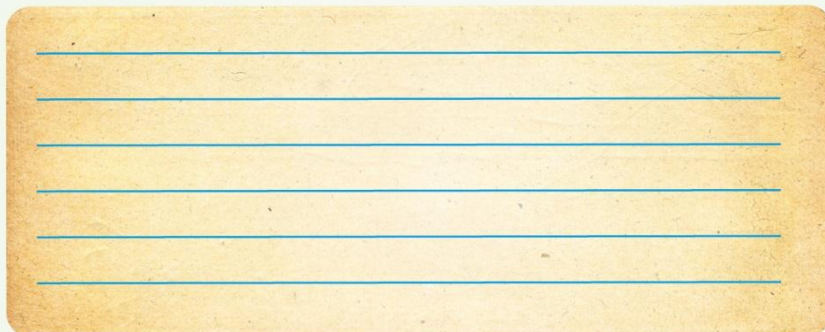
EXAMPLE:



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Your turn!

Write 5 lines about what you did your last vacation. Use the simple past!

**Exercise your mind!**

1. Write the number that tells what order the animals arrived at the zoo.

The Gainesville City Zoo received its first three animals. The first animal it received was a deer. The second animal it received was a monkey. The third animal it received was a lion. Children in Gainesville are excited about the opening of the zoo!



2. Write the number that tells you the order Susan used to make a sandwich



Susan made a peanut butter and jelly sandwich. First, she spread peanut butter on one slice of bread. Next, she spread jelly on one slice of bread. After spreading the jelly on, she put the two slices of bread together. Finally, she ate it. It was delicious!

- | | |
|--------------------------|---|
| <input type="checkbox"/> | Next, she spread jelly on one slice of bread. |
| <input type="checkbox"/> | Finally, she ate it. |
| <input type="checkbox"/> | After spreading the jelly on, she put the two slices of bread together. |
| <input type="checkbox"/> | First, she spread peanut butter on one slice of bread. |



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What did you do?

1. Select two leaders from the class which are going to use the following verb list.
2. The rest of you stand in the middle of the class
3. The teacher will give the directions to the leaders and the rest of the class
4. Start playing!

What did you do?

PAST SIMPLE VERBS

flew	sang	bought
saw	won	lost
told	lied	ran
left	came	finished
called	brushed	drank
went	read	lent
wrote	forgot	rode
took	sent	gave
laughed	borrowed	followed
slipped	chased	licked
ate	washed	watched
made	rang	broke
opened	closed	stopped
found	asked	sat
slept	waited	fell

SELF EVALUATION

It's time to go to the Computer's Lab and evaluate your knowledge.

1

Type the following web address:
<http://learnenglishkids.britishcouncil.org/en/grammar-games/past-simple-endings>

2

Follow the directions.



PAIR WORK

1. The teacher will divide the class in pairs. Choose a paper from the Mystery Bag and see if you are A or B.
2. Complete the sheet that corresponds

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Sheet A Dan's Big Date A Shopping Information Gap Activity

What do you think Dan is going to do on this date?

What did he buy at London Rolls? He bought a chocolate cake.
How much was it? It was \$12.50.
How did he pay? He paid with cash.

London Rolls Bakery	
Chocolate Cake \$12.50
Cash . . .	\$20.00
Change . .	\$7.50

Emily's Cosmetics	
Men's Cologne	... \$55.00
Visa . . .	\$55.00

The Jean Shop	
---------------	--

Penny's Flowers	
2 Dozen Roses \$40.00
Cash . . .	\$100.00
Change . .	\$60.00

MAX MUSIC	
-----------	--

GRAND JEWELER	
Diamond Ring \$1200
Check . .	\$1200

Stanley's	
-----------	--

Hot Mart	
Gift Wrap . .	\$2.99
Candles . . .	\$5.99
Total	\$8.49
Cash	\$10.00
Change	\$1.51

AB Chocolates	
---------------	--

Sheet B **Dan's Big Date** *What do you think Dan is going to do on this date?* A Shopping Information Gap Activity

What did he buy at London Rolls? He bought a chocolate cake.
How much was it? It was \$12.50.
How did he pay? He paid with cash.

London Rolls Bakery

Chocolate Cake
..... \$12.50

Cash . . . \$20.00
Change . . \$7.50

Emily's Cosmetics

The Jean Shop

Pants . . . \$49.99

Check . . . \$49.99

Penny's Flowers

MAX MUSIC

CD: Love Tonight
..... \$12.99
CD: Romance
..... \$14.99
Total . . . \$27.98
Cash . . . \$30.00
Change . . \$2.02

GRAND JEWELER

Stanley's

Shirt . . . \$34.50
Tie . . . \$10.99
Total . . . \$45.49

Visa . . . \$45.49

Hot Mart

AB Chocolates

Chocolates
..... \$35.00

Visa . . . \$35.00

20

RECYCLING PROJECT



1. Make a puppet with old material that you don't use at home.

2. Show them to your classmates, and create a short story to share with them.

1. Watch the following picture

2. answer THE FOLLOWING QUESTIONS ORALLY

- a. Where do you think it was?
- b. Can you name some of the colors you see?
- c. Look at the expressions on this boy, was he happy, angry, sad or bored?
- d. Did the gweather?
- e. What time of the day do you think it was?
- f. What happened that day?
- g. irl swim in the sea?
- h. Did the mother play with her baby?
- i. How was the





.....
**THANK
YOU**
.....

**For your time and
Support for the
development
of this Project.**

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**MULTIPLE INTELLIGENCES
BASED ACTIVITIES
BOOKLET**

Appendix 5: Lesson Plans

LESSON PLAN: Topic 1

Age: 9 to 10

Theme: Personal Information (The Simple Present)

Course: Fourth

Level: Basic

Subject: English

Time: Three hours (180 min).

Aim: At the end of the lesson, students will be able to identify verbs, nouns, time expressions, and frequency adverbs and apply them in conversations in real life with a correct pronunciation.

SKILLS/ COMPETENCES	CONTENTS	METHODOLOGICAL STRATEGIES	RESOURCES	EVALUATION
-To read a short text and identify the structure of the simple present -To recognize verbs -To write simple answers -To talk about the simple present -To write simple sentences	1. Conceptual Verb endings. He, she, it + S Sh, ch, ss, o, x + ES Consonant + Y add ES 2. Procedures -Listening -Oral practice -Individual practice -Demonstrations -Questions and answers	-Teacher begins the class with a warm up: A tongue twister -Teacher activates student's previous knowledge. -Teacher gives students instructions. -Students read a text -Students listen to a song. -Students work in pairs. -Students work in groups. -Students identify new words in the song -Teacher verifies students' comprehension -Students practice their listening and speaking with the vocabulary taken from	1. Human Resources -Teacher -Students 2. Material Resources -Booklet -Board -Markers -Erasers	-Listen to the song and complete the missing words. -Write the correct answer -Complete and answer the tasks. -To use the simple present orally to express ideas



<p>- To use simple present according to the personal pronouns</p> <p>-To use the frequency adverbs correctly</p> <p>-To listen and complete the missing information</p>	<p>-Motivation.</p> <p>-Fill in the blanks.</p> <p>-Mimics.</p> <p>-MI based activities</p> <p>-Role playing</p> <p>-Students identify verbs and use them correctly in sentences according to the correct personal pronoun.</p> <p>-Comprehension of the words in context.</p> <p>-Students practice two of the four main skills:</p> <p>Listening and speaking.</p> <p>3. Attitudinal</p> <p>-Students active participation.</p> <p>-Students assess their own tasks and their classmates.</p> <p>-Respect, tolerance and cooperation.</p>	<p>the song.</p> <p>-Students practice their speaking with the class</p> <p>-Teacher monitors the students' tasks.</p> <p>-Teacher confirms the students' understanding by means of questions, answers and descriptions.</p> <p>-Students practice their speaking and writing.</p>	<p>-Pencils</p> <p>-Flashcards</p> <p>-CD/MP3 player</p> <p>-Audio CD</p>	
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LESSON PLAN: Topic 2

Age: 9 to 10

Theme: Funny Vacations (The Present Continuous).

Course: Fourth

Level: Basic

Subject: English

Time: Three hours (180 min).

Aim: At the end of the lesson, students will be able to identify verbs, nouns, time expressions of the past, and apply the structure in conversations in real life.

SKILLS/ COMPETENCES	CONTENTS	METHODOLOGICAL STRATEGIES	RESOURCES	EVALUATION
<ul style="list-style-type: none"> -To identify the structure of the present continuous -To Understand questions -To write simple answers -To express written ideas. -To communicate their actions. - To use the present continuous in real contexts -To sing a song 	<p>1. Conceptual</p> <p>The use of verb be:</p> <p>I am</p> <p>He, she, it: Is</p> <p>We, you, they: Are</p> <p>2. Procedures</p> <ul style="list-style-type: none"> -Listening -Oral practice -Individual practice -Demonstrations -Questions and answers -Motivation. -Fill in the blanks. -Mimics. -MI based 	<ul style="list-style-type: none"> -Teacher begins the class with a warm up. ““The Wheels of the bus””. -Teacher activates student’s previous knowledge. -Teacher gives students instructions. -Students read a text -Students listen to a song. -Students work in pairs. -Students work in groups. -Students recognize vocabulary in the song -Students understand messages -Teacher verifies students’ comprehension 	<p>1. Human Resources</p> <ul style="list-style-type: none"> -Teacher -Students <p>2. Material Resources</p> <ul style="list-style-type: none"> -Booklet -Board -Markers -Erasers -Pencils 	<ul style="list-style-type: none"> -Listen to the song and complete the missing words. -To understand sequences of events -To use the verb be correctly -To use the present continuous orally to express ideas



<p>and recognize new vocabulary</p> <p>-To use the present continuous in simple conversations</p> <p>-To listen and complete the missing information</p> <p>-To evaluate their own development and knowledge</p> <p>-To understand oral messages and provide a response</p>	<p>activities</p> <p>-Students identify verbs and use them correctly in sentences.</p> <p>-Comprehension of the words according to the context.</p> <p>-Students practice two of the four main skills:</p> <p>Listening and speaking.</p> <p>3. Attitudinal</p> <p>-Students active participation.</p> <p>-Students judge their own tasks and their classmates.</p> <p>-Respect, acceptance and collaboration.</p>	<p>-Students practice their listening and speaking with their classmates</p> <p>-Teacher conducts the students' tasks.</p> <p>-Teacher confirms the students' understanding by means of questions, answers and descriptions.</p> <p>-Students practice their speaking and writing.</p>	<p>-Flashcards</p> <p>-CD/MP3 player</p> <p>-Audio CD</p>	
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LESSON PLAN: Topic 3

Age: 9 to 10

Theme: At the Zoo (The Simple Past)

Course: Fourth

Level: Basic

Subject: English

Time: Three hours (180 min).

Aim: At the end of the lesson, students will be able to identify verbs, nouns, time expressions of the past, and apply the structure in conversations in real life.

SKILLS/ COMPETENCES	CONTENTS	METHODOLOGICAL STRATEGIES	RESOURCES	EVALUATION
-To identify the simple past structure To identify a sequence of events -To write simple answers -To talk about the simple past - To use the simple past with the correct verbs -To sing a song and recognize new vocabulary	1. Conceptual <u>Regular Verbs:</u> +ED for example: Like Liked Liked When ends in -Y change it for I and add -ED. For example: Try Tried Tried <u>Irregular verbs:</u> CHANGE THEIR FORM: For example: Buy Bought	-Teacher begins the class with a warm up. "Simon Says". -Teacher activates student's previous knowledge. -Teacher gives students instructions. -Students read a text -Students listen to a song. -Students work in pairs. -Students work in groups. -Students identify new words in the song -Teacher verifies students' comprehension -Students practice their listening and speaking with their classmates	1. Human Resources -Teacher -Students 2. Material Resources -Booklet -Board -Markers -Erasers -Pencils	-Listen to the song and complete the missing words. -Write simple sentences -Identify the types of verbs -To Use the simple past orally to express ideas



<p>-To use the simple past for small conversations</p> <p>-To listen and complete the missing information</p> <p>-To evaluate their own development and knowledge</p> <p>-To understand oral messages and provide a response</p>	<p>Bought</p> <p>2. Procedures</p> <p>-Listening</p> <p>-Oral practice</p> <p>-Individual practice</p> <p>-Demonstrations</p> <p>-Questions and answers</p> <p>-Motivation.</p> <p>-Fill in the blanks.</p> <p>-Mimics.</p> <p>-MI based activities</p> <p>-Students identify verbs and use them correctly in sentences.</p> <p>-Comprehension of the words according to the context.</p> <p>-Students practice two of the four main skills:</p> <p>Listening and speaking.</p>	<p>-Teacher conducts the students' tasks.</p> <p>-Teacher confirms the students' understanding by means of questions, answers and descriptions.</p> <p>-Students practice their speaking and writing.</p>	<p>-Flashcards</p> <p>-CD/MP3 player</p> <p>-Audio CD</p>	
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	<p>3. Attitudinal</p> <p>-Students dynamic involvement.</p> <p>-Students judge their own tasks and their classmates.</p> <p>-Respect, tolerance and collaboration.</p>			
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Appendix 6: Observation

Basic Skills	Not Yet	Sometimes	Usually
Listens to instructions			
Starts work without prompting			
Accepts direction			
Shows enthusiasm			
Shows interest in the tasks			
Behavioural Skills with peers			
Works in group			
Respects other's opinions			
Listens to others			
Work Skills			
Completes tasks successfully			
Shares clear thoughts with the class without fear			
Expresses ideas			
Speaks fluently			
Has a good pronunciation			
Uses new vocabulary			